Chicks with Confidence

A Group Program on Self Esteem

For teenage girls

**Component #1**

**Needs:**

*Psychology Today* defines self-esteem as “two words compounded into one. Separate them, and the meaning of the larger term comes clear. "Self" is a descriptive concept: By what specific characteristics do I identify who I am? "Esteem" is an evaluative concept: How do I judge the value of who I am?  Self-esteem has to do with how a person identifies and evaluates his or her definition of self.” (Pickhardt 2010.)

Clearly school counselors can easily obtain a needs assessment of a self esteem group from various sources including observations, conversations with teachers, parents, administration, and even student’s themselves. Beyond the simple informal ways of finding the need of such a group program for girls, multitudes of research show a clear need for helping girls increase their self-esteem.

Self-esteem has become a national crisis in this country. The majority of girls (seven in ten) feel they do not measure up in some way including their looks, performance in school and relationships. Most disturbing is that girls with low self-esteem are engaging in harmful and destructive behavior that can leave a lasting imprint on their lives. (Liebelt 2008.) Girls starting puberty (4th -8th grade) are at a higher risk for low self esteem, resulting in eating disorders, depression, health risks, poor academic achievement, pregnancy or self-injury. (Gurian 2011.) Girls with low self-esteem are three times more likely to participate in such dangerous behaviors during these times.75 percent of girls with low self-esteem reported engaging in negative and potentially harmful activities, such as disordered eating, cutting, bullying, smoking or drinking, when feeling badly about themselves -- compared with 25 percent of girls with high self-esteem. 61 percent of teen girls with low self-esteem admit to talking badly about themselves. (Compared to 15 percent of girls with high self-esteem.) (Liebelt 2008.) The ASCA National model states that students will achieve competencies in three developmental domains – academic, career and personal/social. Students will achieve all three of these domains far better if they have high self esteem.

**Goals:**

The goal of this group is to help high school girls strengthen their self esteem, create a stronger positive self image, learn how to handle peer pressure, learn how healthy life styles can help with self image, learn to follow as well as become positive role models, and through all of these - obtain higher academic achievement. By creating a group at an intervention level this could create the “deterioration of existing at risk characteristics, or to mitigate against the effects of psychological or educational stressors” down the road. (Dollarhide 2012.)

**Objectives/Procedures:**

The group will be comprised of 8-10 high school aged girls (9th-12th grade) that suffer with issues regarding self-esteem. Each session will be 60 minutes long, and will include an icebreaker, an activity (written or multi media), a discussion, an ending ritual, and homework. A self-esteem rating scale will be issued at the first session as well as the last session to document improvement.

**Recruitment and Screening:**

This group is open to girls of any sexual orientation, religion, region, economic ability, physical ability or any ethnic culture. “The school counselor will take significant precautions to protect student confidentiality following ASCA's Ethical Standards for School Counselors.” (ASCA 2008.) Information about the self esteem small group will be distributed at the beginning of the school year to various audiences (e.g., teachers, administrators, parents, counselors, students, custodians, bus drivers, school nurse) through a variety of methods including daily announcements, flyers, newsletters, personal invitations, e-mails, and/or website postings. Information and forms may also be distributed and completed at faculty meetings, made available in teacher workroom, faculty lounges, placed in teacher mailboxes, or placed on the district website. Teacher referral forms will be given out to each teacher. A consent form will be handed out as well. Please see handout #6.

**Interview/Screening**:

This specific screening process will not be discriminatory in any way, it will be strictly to inform the student of the purpose of the small group, assess the student’s readiness and level of interest in the group. Rosenberg’s Self Esteem Scale (sample #1) will be given out to see where the student scores on the scale, and if they are low in self esteem. The screening interview will also be a time to find out if the student is truly a willing, committed participant and if the student will benefit from the group and will be a beneficial member to the group as a whole.

**Group Structure:**

Chicks with Confidence will take place on Tuesday mornings from 7am – 8am before school begins, in the counseling department group room. Coffee, juice, bagels, and fruit will be provided to help provide a more comfortable atmosphere. The group will consist of 8-10 freshman and sophmore girls from various backgrounds, religions, beliefs, and orientations.

**Session #1 Objectives:**

1.Create a positive self-image and understand what self esteem is and why it is important.

2. Obtain math and logic problem solving skills using vocabulary, language and notation to explain and support mathematical thinking through speaking, listening, and writing.

**ASCA National Standards: (Personal/Social Domain):**

1. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
2. Students will work and learn independently and collaboratively as part of a team.
3. Students will gain knowledge and understanding of other cultures.
4. Students will develop and maintain behaviors that promote lifelong health.

Colorado Academic Standards: (Mathematics – problem/logic): Content Standard 1.0

Applying problem-solving processes daily using vocabulary, language, and notation to explain and support mathematical thinking through speaking, listening, and writing.

**Session #2 Objectives:**

1. Learning that health and fitness play a big role in self-esteem, and learn how to handle peer pressure.

2. Learning that expressive writing through reflection, journaling, response or prompt, is a great way to express yourself and improves self esteem, along with improving writing skills.

**ASCA National Standards: (Personal/Social Domain):**

1. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
2. Students will work and learn independently and collaboratively as part of a team.
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4. Students will develop and maintain behaviors that promote lifelong health.

Colorado Academic Standards: (Language Arts/Writing): Content Standard II:

1. “Students will demonstrate the sustained ability of on demand writing, reflections, self assessment, reader response, journaling, free writing, constructed response, quick writes, writing to a prompt, and writers notebook.”

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**Component #2**

**Session #1**

**Chicks with Confidence**

**Objectives:** 1.Create a positive self-image and understand what self esteem is and why it is important.

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**Group Structure:** Chicks with Confidence will take place on Tuesday mornings from 7am – 8am before school begins, in the counseling department group room. Coffee, juice, bagels, and fruit will be provided to help provide a more comfortable atmosphere. The group will consist of 8-10 freshman and sophmore girls from various backgrounds, religions, beliefs, and orientations. The type of technique that will be used is Adlerian therapy since Adlerian techniques focus on areas such as searching for meaning, purposefulness in behavior, the nature of perception, the importance of healthy lifestyles, and individual self determination. “Adler believed that children develop faulty conclusions about themselves and the world around them within social settings. Thus, the social setting may be the best place for children to learn more appropriate and adaptive understandings of themselves and the world. Furthermore, simply becoming a member of a new group is a powerful motivator to reevaluate old behaviors and opinions about oneself. When children become members of a group that succeeds, they must reevaluate their negative views of themselves and may begin to see themselves more positive light.” (Wick, D.& Peterson, N. 1997.)

**Resources and Materials:** pencils, handouts of math and logic problems (see handout #1), Would you Rather question cards, handout of rules and expectations of the group (handout #2), self esteem rating scale handout (handout #3), about myself handout (handout #4), and blank paper.

**Beginning of session:** The group will begin with a fun get to know you game called, “Would you Rather?” Each girl will take a turn and share their name and grade and then be presented with some silly question such as “Would you rather bathe with your dog, or eat with your toes?” The group would then go over the rules and expectations of the group. We will discuss the importance of differences and how we will support one another no matter what our differences are. We will put aside all bias’, prejudices, and discriminations. We will also talk about the extreme importance of confidentiality amongst our group.

**Middle of session:** The group would then do some activities that would promote self-image. First they would break up into pairs and do a few math and logic problems, partially for fun, but also to see that working together is good and completing the logic problem is good too. The girls would then complete two more worksheets more targeted to self-esteem and self-image and how they feel. That will lead into a more detailed discussion of self-esteem.

**End of session:** The students then will close the session with saying one positive thing about themselves. They will be given homework to write out 5 detailed things that they like about themselves or that they are good at.

**Session #2**

**Chicks with Confidence**

**Objectives:** 1. Learning that health and fitness play a big role in self-esteem, and learn how to handle peer pressure.

2. Learning that expressive writing through reflection, journaling, response or prompt, is a great way to express yourself and improves self esteem, along with improving writing skills.

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**Resources and Materials:** pencils, jelly beans, handout on health and fitness (see handout #5), handout of rules and expectations of the group (handout #2), blank paper for the peer pressure writing activity

**Beginning of Session:** We would start with the jellybean game – each girl gets one color of each jellybean and they then have to tell something positive about themselves for each jellybean. At the end, they get to eat their jellybeans. We would then review the last session’s topic and review the rules and expectations again.

**Middle of Session:** We would begin our discussion on the benefits of health and fitness, that it is not just a good thing physically, but it is proven to be a positive benefit mentally. Which shows that having a lifestyle of good health and fitness will help academically as well as how a person feels about himself or herself. Studies have proven that physical fitness is a causal factor for increased self-esteem. A study by Greenleaf, Petrie, and Martin found that “girls had higher levels of self-esteem and body satisfaction and rated themselves as stronger, having greater endurance, and having lower levels of depression” (2010.) I would then pass out the worksheet (handout #5) on a week of health, for the girls to complete over the next week. Next we would then discuss peer pressure and how to handle it. I would have them write out in a two columned format – first column – areas that they feel pressured, and in the second column – several different ways to say no. We would then discuss those areas of peer pressure and ways to say no as a group.

**End of Session:** The students will close the session by saying one positive thing about themselves and one positive thing about another member in the group. Their homework is the health and fitness handout (#5).

**Theoretical Orientation and technique of this group:**

“Various types of groups exist to provide different ways to meet the needs of group members…group members need to lean to relate to others on an interpersonal level and to learn that other individuals struggle with situations in their lives.” (Erford 2010.) “Adler believed that children develop faulty conclusions about themselves and the world around them within social settings. Thus, the social setting may be the best place for children to learn more appropriate and adaptive understandings of themselves and the world. Furthermore, simply becoming a member of a new group is a powerful motivator to reevaluate old behaviors and opinions about oneself. When children become members of a group that succeeds, they must reevaluate their negative views of themselves and may begin to see themselves more positive light.” (Wick, D.& Peterson, N. 1997.) This self esteem group will be following along the lines of an Alderian group, since Alderian theory focuses on such areas as searching for meaning, the purposefulness of behavior, the nature of perception, the importance of healthy lifestyle and individual self-determination. All of those align with this self esteem group.

**Component #3: Ethical, Legal & Multicultural**

As this is a group on self-esteem, the need for multicultural sensitivity is extreme. Issues that “include gender, age, sexual orientation, religion, region, immigration status, home language, economic environment, physical ability and health, mental ability and health – any characteristic that could conceivably alter a person’s value system, perspectives, and self perception….culturally skilled counselors know how crucial culture is to a student’s identity development and know how to preserve the dignity of both the student and his or her culture.” (Dollarhide 2012.) In each session of the group we will reiterate the importance of differences and how we will support one another no matter what our differences are. We will put aside all bias’, prejudices, and discriminations. This is a group on self esteem, and we want to be positive, loving, supportive and caring to one another. We will also talk about the extreme importance of confidentiality amongst our group.

**Component #4: Program Evaluation**

Program evaluation is very important in school counseling. It merits whether the program is effective and if it should continue or not. It merits whether the school counselor is doing his/her job, if the school’s funding is being used adequately, and if the students are profiting. Program evaluation most importantly answers the question “are the students different because of the group program?” “School counselors who closely monitor, through evaluation, the effects that programs and interventions are having on factors that directly associate with learning and attainment are providing invaluable information for sustaining their role within the schools.” (Dollarhide 2012.)

Chicks with Confidence will mostly be using a results or outcome type evaluation with pre/post measure questionnaires. (see attachments) However, in the case of self-esteem, it is important to bring in other types of evidence that may not be documented on paper, sources such as observations, schoolwork and productivity, interviews with teachers, staff, parents and even students themselves. Again, the purpose of program evaluation is to ensure that the school counseling program is effective, but even more importantly, it s to ensure that the students are making progress in the program and are better because of it. At the beginning and end of each session, students will be given out evaluation forms to determine if progress has been made from that session. The Self Esteem Rating scale will be handed out at the first session and at last session of the group to see how much progress has been gained from the group.

Handout #1

Math and Logic Problems:

Problem #1



There are 6 pails, 3 of the pails are filled with water. Can you move only one pail and make a pattern of: full pail, empty pail, full pail, empty pail, full pail, empty pail?

Problem #2



I have a 5 scoop ice cream cone. Each of my 5 scoops is a different flavor of ice cream. The five flavors are blueberry, chocolate, strawberry, vanilla and bubble gum. You don't know what order my ice cream flavors are from top to bottom. However, here are some clues to see if you can figure out what flavors are from top to bottom:

1. The bottom flavor has 10 letters. 2. The vanilla scoop touches both the chocolate and blueberry scoop. 3. Vanilla is below the chocolate scoop but above the bubblegum scoop.

Can you apply some logic to figure out the order of scoops by flavor.

Handout #2

**Guidelines/Ground Rules for Our Group**

Commonly understood Ground Rules provide group members as well as the group leader (counselor) parameters for appropriate participation. Ground Rules are most effective when they are posted and reviewed at the beginning of each session.

The following Ground rules are what is expected of our group. Group members may add items as they agree on other rules.

1. All group members understand and respect the extreme importance of confidentiality.

2. One person speaks at a time.

3. Everyone has an opportunity to participate and share.

4. No “Put-Downs” are allowed (e.g. snickering, name calling, negative comments, etc.)

5. All group members will treat each other with respect no matter our differences.

6. Make every effort to be on time

7. All group members are encouraged to actively participate

8. Group members have the right to pass on an issue

9. Group members will be encouraged to have an open mind and accept where other group members are in their development.

10. Group members will have the opportunity to develop other guidelines/rules.

11.

12.

Handout #3

Self Esteem Rating Scale

Directions: Rate yourself on the following traits. Number 1 is low and 5 is high.

I am fair 1 2 3 4 5

I am kind 1 2 3 4 5

I am helpful 1 2 3 4 5

I am confident 1 2 3 4 5

I am a good listener 1 2 3 4 5

I am artistic 1 2 3 4 5

I am athletic 1 2 3 4 5

I am good at academics 1 2 3 4 5

I am dependable 1 2 3 4 5

I am trustworthy 1 2 3 4 5

I am open-minded 1 2 3 4 5

I am accepting 1 2 3 4 5

I have a sense of humor 1 2 3 4 5

I have leadership skills 1 2 3 4 5

I can handle peer pressure 1 2 3 4 5

I can make decisions 1 2 3 4 5

Adapted from Kirby, B. 2005

Handout #4

What makes me feel good about myself?

Rate each item in order of importance from 1-10.

1. The movies/tv I watch \_\_\_\_\_\_\_
2. The grades I get in school \_\_\_\_\_\_\_
3. The clothes I wear \_\_\_\_\_\_\_
4. The number of texts I get \_\_\_\_\_\_\_
5. The number of friends I have \_\_\_\_\_\_\_
6. Where I live \_\_\_\_\_\_\_
7. What sports I play \_\_\_\_\_\_\_
8. My family \_\_\_\_\_\_\_
9. Spending money \_\_\_\_\_\_\_
10. Eating food \_\_\_\_\_\_\_

Handout #5

**Ideas for a Healthy Lifestyle**

How much time do you spend doing the following activities? Over the next week, record the amount of time you spend on the following activities?

**Exercise Fresh Air Sleep Eating Healthy Meals Recreation Quiet Time**

**Mon.**

**Tues.**

**Wed.**

**Thurs.**

**Fri.**

**Sat.**

Rosenberg’s Self-Esteem Scale Strongly Agree Agree Disagree Strongly Disagree

1. I feel that I am a person of worth SA A D SD

at least on an equal plane

with others.

2. I feel that I have a number of SA A D SD

good qualities.

3. All in all, I am inclined to feel SA A D SD

that I am a failure.

4. I am able to do things as well SA A D SD

as most people.

5. I feel I do not have much to SA A D SD

be proud of.

6. I take a positive attitude toward SA A D SD

myself.

7. On the whole, I am satisfied SA A D SD

with myself.

8. I wish I could have more SA A D SD

respect for myself.

9. I certainly feel useless at times. SA A D SD

10. At times I think I am no good. SA A D SD

Sores are calculated as follows:

For items 1,2,4,6, and 7:

*For items 1, 2, 4, 6,* and *7:*

|  |
| --- |
| Strongly agree = 3 |
| Agree = 2 |
| Disagree = 1 |
| Strongly disagree = 0 |

*For items 3, 5, 8, 9,* and *10* (which are reversed in valence):

|  |
| --- |
| Strongly agree = 0 |
| Agree = 1 |
| Disagree = 2 |
| Strongly disagree = 3 |

The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lead Counselor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date group started \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date group ended \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session #1 Objectives Questionnaire

1. I understand what self esteem is and why it is important and how to obtain a positive self image.

Strongly agree Agree Disagree Strongly Disagree

1. I understand math and logic problem solving skills, mathematical thinking skills through speaking, listening and writing.

Strongly agree Agree Disagree Strongly Disagree

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Date group started \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date group ended \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session #2 Objectives Questionnaire

1. I understand that health and fitness play a strong role in self esteem, and I also know how to handle peer pressure.

Strongly agree Agree Disagree Strongly Disagree

1. I understand that expressing myself through writing can not only improve my writing skills but can help my self esteem.

Strongly agree Agree Disagree Strongly Disagree

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